

Annual Program Review Update Outline

You may also download the below outline from the KCC Program Review webpage.

Kaua`i Community College
Annual Program Review Update for
Liberal Arts

Program Description

The Liberal Arts Program provides courses that develop general intellectual capacities, such as reason and judgment. These studies encourage students to think clearly and creatively, to seek and access information, and to communicate effectively. As the liberal arts are the foundation for a good education in any field, many of the courses are prerequisite for career and technical programs and most of these courses transfer directly into 4-year bachelor degree programs. In fact, the A.A. in the Liberal Arts fulfills the first two years of coursework in many bachelor degree programs. Beyond the mission of preparing students for further education, however, the Liberal Arts program is committed to developing well-rounded individuals with the skills to face the challenges of life and to make positive contributions to society.

Program Mission Statement:

The Liberal Arts Program is one that provides quality instruction in a variety of disciplines so as to meet the needs of a diverse student body and community.

- We are committed to teaching skills in critical thinking, effective verbal and written communication, scientific and mathematical analysis, and technological competency.
- We encourage our students to communicate via the artistic media as well.
- We strive to inculcate in our students an appreciation for those qualities we share as human beings as well as an understanding of the cultural differences that make us special.
- We are dedicated to providing our students a global perspective as well as an experiential involvement with the unique natural and socio-cultural environments of Hawaii and the Pacific.
- In the process we expect that students will investigate and analyze their own personal values.
- Finally, we wish to instill in our students an appreciation for intellectual pursuits and a desire for lifelong learning.

Part I. Quantitative Indicators

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: LBRT Program CIP: 24.0101

Demand Indicators		Program Year		
		14-15	15-16	16-17
1	Number of Majors	630	542	525
1a	Number of Majors Native Hawaiian	176	162	162
1b	Fall Full-Time	42%	40%	34%
1c	Fall Part-Time	58%	60%	66%
1d	Fall Part-Time who are Full-Time in System	6%	8%	5%
1e	Spring Full-Time	32%	29%	27%
1f	Spring Part-Time	68%	71%	73%
1g	Spring Part-Time who are Full-Time in System	8%	7%	8%
2	*Percent Change Majors from Prior Year	-0%	-13.9%	-3.2%
3	SSH Program Majors in Program Classes	8,712	6,409	6,985
4	SSH Non-Majors in Program Classes	3,875	3,511	4,084
5	SSH in All Program Classes	12,587	9,920	11,069
6	FTE Enrollment in Program Classes	420	331	369
7	Total Number of Classes Taught	262	208	244

Unhealthy

		Program Year		
		14-15	15-16	16-17
Efficiency Indicators				
8	Average Class Size	16.8	16.7	15.8
9	*Fill Rate	76%	74.3%	71.2%
10	FTE BOR Appointed Faculty	18.4	18.9	26.3
11	*Majors to FTE BOR Appointed Faculty	34.1	28.6	19.9
12	Majors to Analytic FTE Faculty	24.4	24.7	18.9
12a	Analytic FTE Faculty	25.8	21.9	27.8
13	Overall Program Budget Allocation	\$2,551,953	\$1,123,546	Not Yet Reported
13a	General Funded Budget Allocation	\$2,138,788	\$1,104,701	Not Yet Reported
13b	Special/Federal Budget Allocation	\$369,883	\$0	Not Yet Reported
13c	Tuition and Fees	\$43,282	\$18,845	Not Yet Reported
14	Cost per SSH	\$203	\$113	Not Yet Reported

Healthy

15	Number of Low-Enrolled (<10) Classes	48	29	50	
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*Data element used in health call calculation

Last Updated: October 29, 2017

	Effectiveness Indicators	Program Year		
		14-15	15-16	16-17
16	Successful Completion (Equivalent C or Higher)	71%	70%	71%
17	Withdrawals (Grade = W)	290	212	281
18	*Persistence (Fall to Spring)	72.2%	70.7%	68.7%
18a	Persistence Fall to Fall	44.5%	48.7%	45.1%
19	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	105	97	47
19a	Associate Degrees Awarded	100	88	46
19b	Academic Subject Certificates Awarded	5	4	1
19c	Goal	40	0	81
19d	Difference Between	100%	0%	-43.2%

Cautionary

	Unduplicated Awarded and Goal			
20	Transfers to UH 4-yr	47	48	53
20a	Transfers with degree from program	17	22	18
20b	Transfers without degree from program	30	26	35
20c	Increase by 3% Annual Transfers to UH 4-yr Goal	16	0	69
20d	Difference Between Transfers and Goal	193.7%	0%	-23.1%

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
21	Number of Distance Education Classes Taught	18	21	20
22	Enrollments Distance Education Classes	269	359	371
23	Fill Rate	72%	75%	76%
24	Successful Completion (Equivalent C or Higher)	55%	58%	65%
25	Withdrawals (Grade = W)	21	39	45
26	Persistence (Fall to Spring Not Limited to Distance Education)	60%	60%	60%

Performance Measures		Program Year		
		14-15	15-16	16-17
27	Number of Degrees and Certificates	100	88	46
28	Number of Degrees and Certificates Native Hawaiian	24	23	7
29	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
30	Number of Pell Recipients ¹	355	292	24
31	Number of Transfers to UH 4-yr	47	48	53

*Data element used in health call calculation
¹PY 16-17; Pell recipients graduates not majors

Part II. Analysis of the Program

The program health received a cautionary rating this year due to an unhealthy ranking in demand and a cautionary ranking on effectiveness. The demand rating is based on the number of students majoring in the Liberal Arts, which declined by 3.2%. This decline is likely due to lower enrollment in the school, and the growth of other AA programs, e.g. ASNS, AS Hawaiian Studies, and Medical Assisting. These programs tend to siphon off students who would have otherwise enrolled as liberal arts majors. Despite the decline in declared majors, the liberal arts faculty continue to serve all programs in providing general education classes. The SSH of non-majors in program classes went from 3511 in AY 15-16 to 4084 in AY16-17, an increase of 16.3%. With 3.2% fewer majors, our instructors taught 9% more SSH of program majors in program classes (an increase from 6409 in AY15-16 to 6985 in AY 16-17). -The cautionary demand rating was received due to the limited and flawed use of a single indicator to judge demand. A slightly broader view shows that while we may have had a decline of 17 majors, our program classes in fact had increased demand over last year.

The other cause of the cautionary rating came from our effectiveness indicators which show a fall to spring persistent rate of 68.7% as compared to the desired 75% for a healthy call. However, this is consistent with the overall 67% fall to spring persistent rate of all students and 68% for native Hawaiian students (found in item #26 and 27 of the Student Services ARPD). Our program also saw more withdrawals from classes (from 212 in AY15-16 to 281 in AY 16-17), and significantly fewer degrees awarded (from 100 in AY 14-15 to 88 in AY 15-16 to 46 in AY16-17). These are trends we would like to reverse, though they are not entirely in our control, nor are the reasons behind them clear from the data. One likely cause of a decline in degrees awarded is the 6% decrease in full-time students in our program. Since more of our students are part-time, their time to completion will naturally increase. Another contributor to the decline in degrees was an increase in transfers out of the program without degrees. However, this is not necessarily a bad thing. If we do a good job at preparing our students so they have gained the skills and confidence to transfer before finishing our degree, then that in itself is a success. These explanations are likely not adequate, and will need further investigation that might warrant more detailed data. The SAM and LAH chairs will work with the program faculty and the Institutional Researcher to determine possible structural problems as well as other directly related causes. For example, we will conduct a study to see if there are any gatekeeping courses or requirements in our program which may be preventing students from graduating. An analysis of the non-structural problems (i.e. why has there been an increase in W grades) can be conducted by examining the detailed data of those who withdrew from the courses to identify the reasons for their withdrawal and possible solutions to keep them in our classes. Once we have identified the reasons students drop classes, we can schedule professional development to address best practices in student retention and decrease the number of withdrawals going forward. We will also monitor the meaningful data going forward, as there are hopeful trends in the demand

indicators. For example, our program had fewer majors and fewer full-time students, but significantly more SSH for majors in program classes. This indicates that our current full-time students are taking more credits than before and will likely graduate on time.

Our efficiency indicators were rated as healthy, though an area of concern is a declining fill rate. The benchmark is 75% and our classes averaged 71.2% full this past year, likely due to the large number of low-enrolled classes that were run. One persistent area of concern has been second language classes, particularly 200-level second language classes. Student demand for these courses has declined nationally and our campus is no exception. In other cases, we must often allow low-enrolled classes to carry because certain students need to take those classes to fulfill their graduation requirements. The need to serve our small community of students necessitates the continuation of low-enrolled classes and distorts our efficiency indicators. We are, in effect, faced with a dilemma – we must compromise our efficiency in order to offer the classes our students need.

One major initiative undertaken in the Liberal Arts program is acceleration in English and Math classes. In the 2016-2021 Strategic Directions for the UHCC system, there are two metrics addressing acceleration:

1. 75% of students testing at one level below college-ready standards will complete their college-level English and/or math course within one semester.
2. 70% of students testing at two or more levels below college-ready standards will complete their college-level English or math course within one year

AY 16-17 is the first year such data is collected, as exhibited in the table below, setting the stage for us to analyze and create improvement plans.

**Kaua'i Community College
 College-level Completion Ratios in First-year**

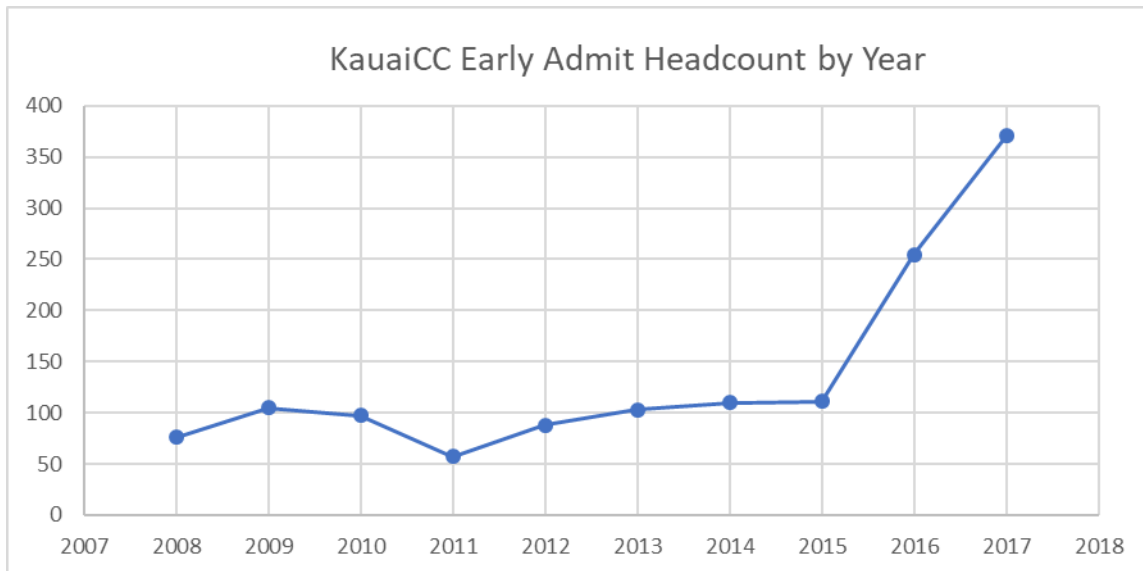
ENGLISH	16-17	17-18	18-19	19-20	20-21
Students in cohort	287				
Enrolled in college-level + supplemental or higher					
Goal		73%	82%	91%	100%
Actual	64%				
Completed college-level + supplemental or higher					
Goal	60%	65%	70%	75%	80%
Actual	41%				
Did not enroll in any course					
Goal		19%	13%	6%	0%
Actual	25%				
Placed at college-level + supplemental or higher	78%				
Did not enroll in any college-level course	36%				

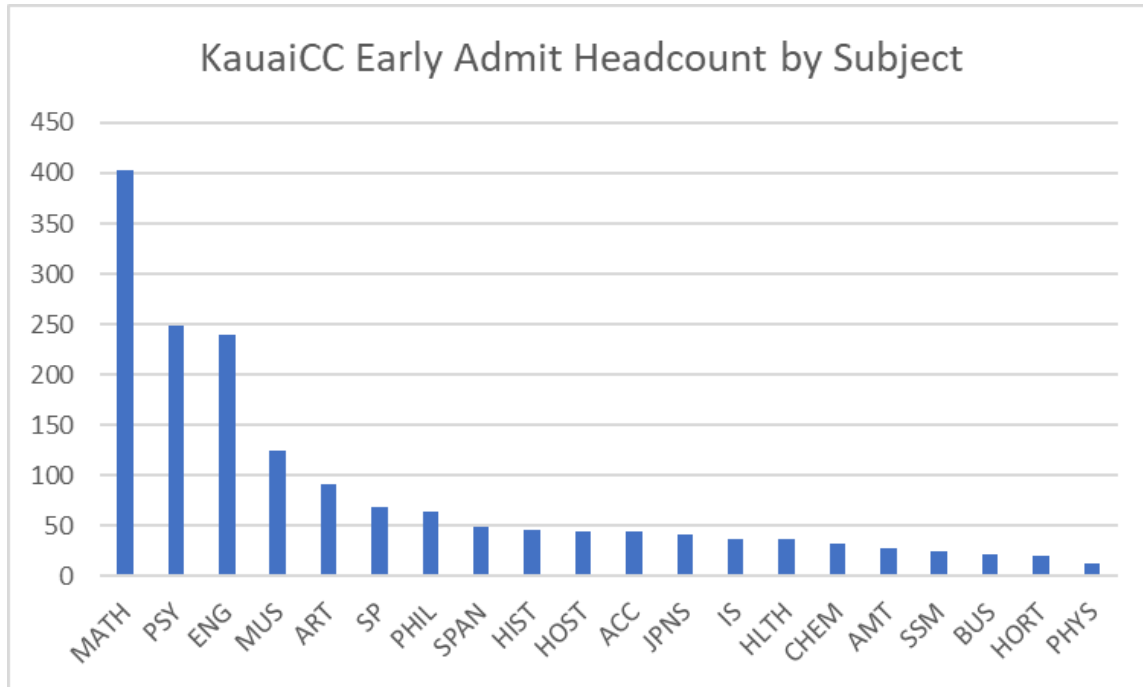
MATH	16-17	17-18	18-19	19-20	20-21
Students in cohort	288				
Enrolled in college-level + supplemental or higher					
Goal		55%	70%	85%	100%
Actual	40%				
Completed college-level + supplemental or higher					
Goal	50%	60%	65%	70%	75%
Actual	29%				
Did not enroll in any course					
Goal		21%	14%	7%	0%
Actual	28%				
Placed at college-level + supplemental or higher	65%				
Did not enroll in any college-level course	60%				

In English, 64% of the 287 students in the cohort enrolled in college-level + supplemental or higher. We hope to meet the 73% goal in 2017-2018. The goal set by the system for completing college-level + supplemental or higher for AY16-17 was 60%, our actual results were 41%. Although this outcome is far from the goal, it represents significant growth from the original 33% success rate shown in 2013 AtD reports.

In Math, only 44% of the 288 students in the cohort enrolled in college-level + supplemental or higher. We hope to increase this to 55% to meet our goal for next year in terms of enrollment. The mandated goal for completing college-level + supplemental or higher is 50% and we came in with 29%. Even though we showed a deficit of 21%, this is still an increase from the historical 20% as shown in AtD data for 2013.

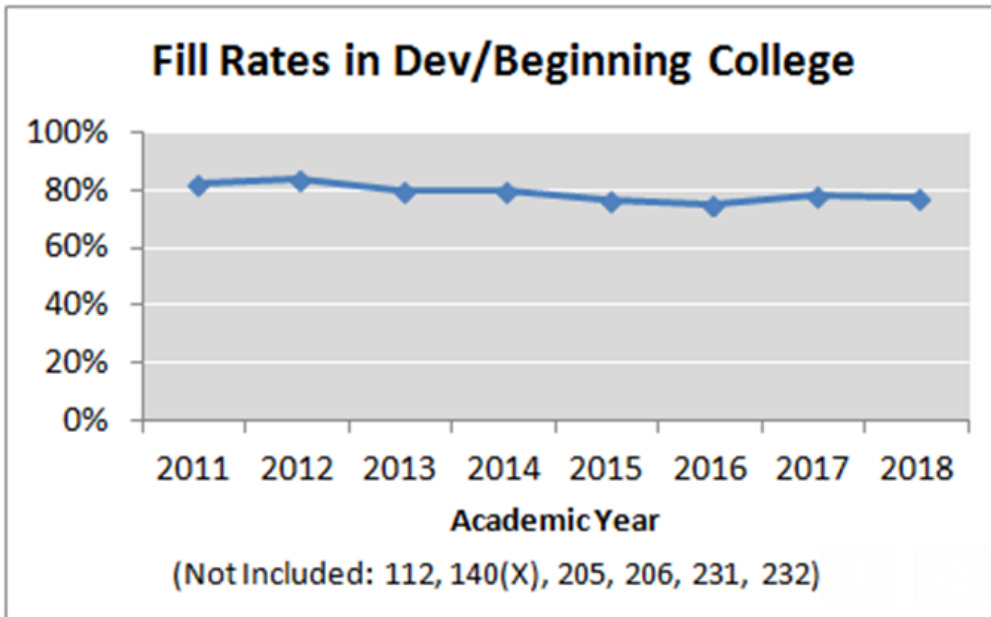
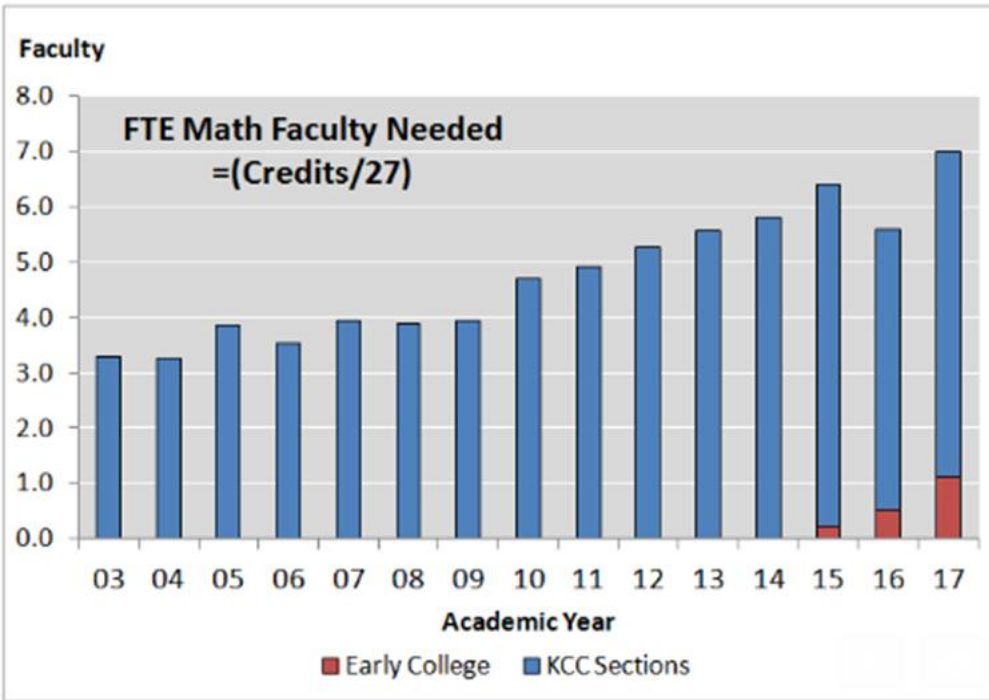
Beyond what is reflected in the ARPD report, the Liberal Arts program has been doing some amazing work that should be commended. One shining example is our contribution to the increased number of course offerings in the Early College and dual-credit programs. The trend below shows the number of early admit students (including both Early College and dual-credit) sky rocketed in AY15-16 and again in AY 16-17, with the highest enrollment in Math, Psychology, and English. This shows the deliberate effort of the program to collaborate with our DOE counterparts, a goal we have set for ourselves that not only met but are continuing to improve. One interesting result in this data is the high MUS dual-credit enrollment. This is due to our effort to meet the needs of the community by providing an opportunity for students from the 7th grade up to participate in the Kauai All-Island Band.





The Math Department set a good example in the Early College Experience Program using Title III funding, now in its fourth year of a five-year grant. Their early success helped the high schools obtain their own grant from Castle Foundations that afforded more opportunities for high school students to take other courses like Psychology, English, Art, and Speech. This effort has made Kauai a leader in the Early College program in the state. The Math Department would like to continue to expand the good work in this area.

In AY 17, we taught 7 FTE worth of math courses. The fill rates for developmental and beginning college level math courses have been stable at around 80%. We've also expanded our upper level-math offerings: the past two years, we were able to teach both calculus 3 and 4 at KCC for the first time, providing options for students to continue advancing towards their STEM degree (including the ASNS in pre-engineering) on-island. Previously, STEM students seeking bachelor's degrees needed to transfer after completing calculus 2.



We need 7 full time math faculty in order to maintain this level of offerings. This does not account for release-time for math coordinator, or potential division/committee chair responsibilities. Math faculty currently serve as discipline coordinator, division chair, curriculum co-chair, and accreditation chair. Math faculty continuing to serve in some of these positions will mean that our need will exceed the projected 7 FTE positions we hope to have by fall 2018.

Other factors that contribute to an increased need to math faculty:

- Early college has been steadily expanding, with no sign of future decline

Early College							
ACYR	Sections	Students	Credits	SSH	Analytic FTE Faculty	Fill Rate	Success Rate
2015	2	37	6	111	0.2	77%	81%
2016	4	58	14	197	0.5	60%	86%
2017	8	131	30	483	1.1	68%	88%
2018	6	108	21	362	0.8	75%	-

*2018 above only includes F17 classes, we currently have 6 additional EC math courses (23 credits) planned for Spring 2018. This would contribute 23 additional credits, and an additional 0.8 FTE, bringing the 2018 totals to: 12 sections, 44 credits, and is equivalent to 1.6 FTE of Early College math courses.

- It is the UHCC system’s goal to have all students enroll in math during their first year of college. Of the 288 students in our incoming fall 2016 math cohort, 207 (73%) enrolled in math within that academic year. Our goal is to move towards getting all students to enroll in math during their first year of college. This would require approximately 0.5 - 0.75 FTE to teach additional sections.

Furthermore, an Academic Subject Certificate in Mathematics was created and expected their first offering in Fall 2018. Many of those completing the certificate are expected to be part of the STEM Early College Experience Program offered by Title III and the DOE’s Castle Foundations grant.

We currently have 5 FTE permanent math faculty. One Early College instructor whose position is funded through a Title III grant that will end soon. One was hired with temporary status. Without these faculty, we would not be able to maintain the current level of offerings of this year, much less accommodate the expansion of early college offerings or the goal of getting more first-year students to enroll. To meet the demand for math courses, we project the need for at least 7 FTE faculty and additional lecturers, although the number of math lecturers is limited and the quality of instruction from lecturers is historically lower than that of full-time math instructors.

Another area of growth in the Science and Math Division is the increase our biological science offerings in the major courses (BIOL/MARE 171/171L, 172/172L) as well as the general education courses (SCI 121/121L). The newly developed trend in biological science that needs our attention is exhibited below:

Semester :	Course	Enrollment	Success	Teaching Equivalency
Fall 15	BIOL/MARE 171	11	8 (73%)	3
	BIOL/MARE 171L	11	10 (91%)	2.5
	SCI 121 (2 SECTIONS)	34	26 (77%)	6
	SCI 121L (2 SECTIONS)	32	26 (81%)	5
Spring 16	BIOL/MARE 172	6	5 (83%)	3
	BIOL/MARE 172L	6	5 (83%)	2.5
	SCI 121 (2 SECTIONS)	35	32 (91%)	6
	SCI 121L (2 SECTIONS)	21	20 (95%)	5
			AY 15-16	33 T.E.
Fall 16	BIOL/MARE 171	11	10 (91%)	3
	BIOL/MARE 171L	11	10 (91%)	2.5
	SCI 121 (2 SECTIONS)	21	19 (91%)	6
	SCI 121L	12	11 (92%)	2.5
Spring 17	BIOL/MARE 172	9	7 (78%)	3
	BIOL/MARE 172L	9	7 (78%)	2.5
	SCI 121 (2 SECTIONS)	47	39 (83%)	6
	SCI 121L (2 SECTIONS)	32	25 (78%)	5
			AY 16-17	30.5 T.E.

In addition to the courses listed above, the current non-probationary biological science faculty is also teaching BIOL 110V as well as team teaching with the LAH faculty in the newly developed ZOOL 105 - Hawaiian Ethnozoology as part of the Malama ‘Aina Academic Subject Certificate. Enrollment for ZOOL 105 is at a promising 15 students for Fall 2017. Although this is a new program, we could expect the population who would enroll in this certificate program to be the same as those in BOT 105. Historical enrollment of this course is as follows:

Fall 2017	24
Spring 2017 (2 sections)	32
Fall 2016	11
Spring 2016 (2 sections)	20
Fall 2015	23
Spring 2015 (2 sections)	34
Fall 2014	25
Spring 2014 (2 sections)	30
Fall 2013 (2 sections)	45
Spring 2013	23

In addition, our faculty collaborators have already set plans for developing a lab component to this ZOOL 105, expected to be offered in Fall 2018.

In Fall 2017 we opened our new Fine Arts Auditorium, a wonderful addition to our campus that will allow us to hold forums, meetings, and musical and theatrical performances. While we now have the space, we do not have all of the necessary equipment to fully utilize it. What we are lacking is the lighting and sound equipment necessary to host performances in our auditorium. Included in this new space was a renovation of existing space in the adjacent building. The old darkroom was converted into three offices, two of which are long and narrow – not the ideal format for an office, but a wonderful space for a costume shop. If we are to use the auditorium to stage plays, a costume shop is needed to create, store, and mend costumes. Additionally that costume shop would need climate control to prevent mold or pest infestations from degrading our costumes.

In terms of facilities and equipment maintenance, we have several safety concerns. The fume hood in the NSCI stockroom is rusting out and is no longer safe to use. This poses a safety hazard to faculty members who use this equipment. Two additional fume hoods in NSCI 101 (Chemistry Lab) are also not functioning properly and need to be replaced for student safety during labs. We were recently cited for these failing pieces of equipment in our safety inspection. The chairs in NSCI 110 classroom are old and are falling apart. This also poses a safety concern for our students. In addition, there is an immediate need to replace old balances as they do not operate accurately any more. Generally, chemistry classes would have 6 balances on 6 workbenches that are shared by 12 groups of students. Two groups can use one balance. It became harder to conduct the labs when two balances are no longer in operation and those remaining need to be shared by multiple student groups. Students have to carry their chemicals and material across the room because there is no balance at the workbench. This results in more movement in the classroom, making it harder for the chemistry teacher to track what happens to each group during the lab, and the possibility for chemical spill is a safety concern. An additional piece of equipment overdue for replacement is our kiln in the ceramics studio. We have deferred replacing this kiln for years, but the need has become urgent. The lid of the kiln has fractured and is currently held together with a wire hoop around it. This is not a long-term solution and without a replacement we will not be able to safely or properly operate the kiln.

Faculty II has no drinking fountain. Installing one would improve campus atmosphere. The drinking fountain in Faculty I can only be operated by proximity sensor. There is no button or other means to operate it. It is difficult and frustrating to operate, especially for tall people. It is also difficult to fill water bottles. The fountain often fails to turn on and turns off multiple times during attempted drinking/filling. Water bottles reduce waste and are more sanitary than drinking directly from the fountain. Possession of personal water bottles has become an increasingly popular trend, and is something we want to encourage as part of our sustainability initiative.

Action Item #1: Form a Liberal Arts Continuous Improvement ad-hoc committee to organize assessment day activities for the program, and to make recommendations to address areas of weakness and improve student success.

Action Item #2: Organize Discipline Retreats (Math/Science/English) to examine data within the disciplines for the purpose of continuous improvement, as well as fostering the communication and sharing culture among our faculty members.

Action Item #3: Organize brown-bag lunch sessions to create forums for Liberal Arts faculty members to share best practices in teaching and learning.

Action Item #4: Create exploratory majors for Health, Education, and Business in order to provide guided pathways to transfer to UH 4-year institutions.

Action Item #5: Create a first-year study plan to encourage all students to complete their College-Level Math and English in their first 30 credits.

Action Item #6: Increase percentage of students testing at one level below college-ready standards completing their college-level English and/or math course within one semester.

Action Item #7: Increase of students testing at two or more levels below college-ready standards completing their college-level English and/or math course within one year

Action Item #8: Create an Academic Subject Certificate in Mathematics

Action Item #9: Increase Early College Math offerings

Action Item #10: Maintain quality instruction in mathematics, especially developmental math

Action Item #11: Meet student demand for Biological Science classes.

Action Item #12: Replace three fume hoods in NSCI building.

Action Item #13: Replace chairs for NSCI 110 classroom.

Action Item #14: Replace two broken analytical balances in chemistry lab.

Action Item #15: Replace kiln in ceramics studio

Action Item #16: Purchase lighting and sound equipment for the Fine Arts Auditorium

Action Item #17: Purchase keyboards with weighted keys for Piano Classroom

Action Item #18: Convert office in Fine Arts Auditorium to a Costume Shop

Action Item #19: Install Air Conditioning for the Costume Shop

Action Item #20: Renew Turnitin License

Action Item #21: Install bottle filling/drinking stations in Faculty One and Two.

Action Item #22: Maintain access to Creative Media labs and equipment.

Part III. Goals, Alignment and Action Plan

Based on our 2015-16 Comprehensive Program Review below is a list of goals that we have been working on or have accomplished as well as new action items for this current year:

- 1) **Access:**
 - a) Create new brochures for liberal arts (done)
 - b) Improve the online liberal arts webpage (ongoing)

- c) Implement Cogs Go Bus (ongoing)
 - d) Increase Early College offerings at all the high schools (on-going)
- 2) **Enrollment:**
- a) Create new placement criteria, new courses, and new pathways for developmental math and English based on acceleration models (done)
 - b) Create and publish a one-year academic calendar (done)
 - c) Create 3-year evening A.A. program (done, not successful as we had no enrollment in the program the past two years of offering)
 - d) Create exploratory majors for Health, Education and Business (new action item, but done!)
 - e) Create first year study plan to encourage all students to enroll in college level math and English in their first 30 credits (new action item)
 - f) Create an Academic Subject Certificate in Mathematics (new action item, in progress)
- 3) **Learning and Teaching:**
- a) Improve success rates in accelerated English and math (on-going)
 - b) Created science and math courses with content-area emphasis (Ethno-Zoology) (done)
 - c) Increase the number of distance education offerings (on-going)
 - d) Expand evening offerings (on-going)
 - e) Developed A.S. in Digital Media (done)
 - f) Increase the indigenization of liberal arts curriculum (on-going)
 - g) Create curriculum for new acceleration models for math and English (done)
 - h) Increase tutoring options for students (on-going)
 - i) Utilize LiveText to report CSLO assessment (on-going)
 - j) Hire full-time Social Science faculty (done)
 - k) Hire full-time English faculty (done)
 - l) Hold Discipline Retreats (on-going)
 - m) Hire full-time Marine/Biology faculty (new action item, grant funded, looking to convert to permanent)
 - n) Hire full-time history faculty (done)
 - o) Hire full-time Early College Math faculty (new action item)
 - p) Hire full-time Math faculty (new action item, convert the current temporary position to permanent)
 - q) Create ad-hoc committee to work on continuous improvement for Liberal Arts program (new action item, but done!)
- 4) **Workforce Development:**
- a) Developed an A.S. degrees in Physical and Biological Science (done)
 - b) Developed STEM-based feeder program for Engineering (done)
 - c) Developed A.S. in Digital Media (done)
- 5) **Professional Development:**
- a) Increase professional development opportunities (on-going)
 - b) Increase faculty participation in professional development activities (on-going)

- c) Brown-bag lunch forum to share best practices in teaching (on-going)

- 6) **Community Development:**
 - a) Work with DOE to increase Early College offerings (on-going)
 - b) Expand Cognition Center/Cogs Go for K through 12 (on-going)
 - c) Work with National Tropical Botanical Gardens to provide on-campus community lecture series (on-going)

- 7) **Diversity and Fostering Global Understanding:**
 - a) Increase the number of international exchange programs (on-going)
 - b) Increase funding for student study abroad experience and initiated contact with New Zealand college systems for possible future exchange programs (on-going)

Status Report for the prior year requests

Program Goal & Campus Strategic Goal or Priority Alignment	Improving and increasing the number of physical science course offerings would improve several of UHCC and KCC's strategic goals related to the Hawaii Graduation Initiative. Specifically, #1, increase the number of graduates, #2, increase the number of Native Hawaiian graduates, #3, increase the number of low income student graduates, and #4, increase the number of students who transfer.
Action Item	Hire 1 FTE tenure-track Physics instructor
Resource Acquired	1 FTE Faculty Position (SAMD)
Outcome(s)	1 FTE non-probationary Physics faculty was hired, $\frac{3}{4}$ grant funded and $\frac{1}{4}$ general funds.
Outcome(s) Evaluation (Improvements made to program based on assessment data)	We can now cover Physics courses for Science majors, as well as offering early college physics at Kapaa high school Spring 2018 and forward. As the grant request, this person will be looking into creating a pathway to environmental science degree at the four-year college, and to create non-existing course(s) to meet that payway.
Action Plan if outcome was not met	Outcome was met.

Program Goal & Campus Strategic Goal or Priority Alignment	Improving and increasing the number of Marine Biology/Biology course offerings should improve several of UHCC and KCC's strategic goals related to the Hawaii Graduation Initiative. Specifically, #1, increase the # of graduates, #2, increase the number of NH graduates, #3, increase the number of low income student graduates, and #4, increase the number of students who transfer.
Action Item	Hire 1 FTE tenure-track Marine Biology/Biology instructor
Resource Acquired	1 FTE position
Outcome(s)	Renewed non-probationary faculty member

Outcome(s) Evaluation (Improvements made to program based on assessment data)	Refer to analysis in part 1. This instructor taught 33 TE in AY15-16 and 30.5 TE in AY 16-17 in just biological courses. In addition, she has taught BIOL 110V and served on NALU (community project). This year, she is co-teaching ZOOL 105 for our new Malama 'Aina Academic Subject Certificate and is developing the lab component for the course.
Action Plan if outcome was not met	The action plan was not met due to the fact that the tenure-track position was not awarded. We continue to ask on this APRU for the tenure track position.

Program Goal & Campus Strategic Goal or Priority Alignment	Strategic Goals 1 and 3. Enhance facilities with appropriate technologies to support 21st Century Learning and Teaching Environments.
Action Item	Reconfigure classrooms in LRC
Resource Acquired	Tables and Chairs
Outcome(s)	Tables and Chairs were purchased and replaced
Outcome(s) Evaluation (Improvements made to program based on assessment data)	Classrooms are reconfigured with new mobile chairs and desks that allow active/collaborative learning.
Action Plan if outcome was not met	Outcome was met.

Program Goal & Campus Strategic Goal or Priority Alignment	UH Goal #1: Educational Effectiveness; KCC Goal #2: Learning and Teaching
Action Item	Purchase new Spectroscope for Chemistry and Physics Classes
Resource Acquired	\$6000
Outcome(s)	Spectroscope was purchased
Outcome(s) Evaluation (Improvements made to program based on assessment data)	
Action Plan if outcome was not met	

Program Goal & Campus Strategic Goal or Priority Alignment	Improving and increasing the number of History course offerings should improve several of UHCC and KCC's strategic goals related to the Hawaii Graduation Initiative. Specifically, #1, increase the # of graduates, #2, increase the number of NH graduates, #3, increase the number of low income student graduates, and #4, increase the number of students who transfer. History courses address several
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	PSLOs but most particularly addresses #4, “Analyze the behavior of people from psychological, sociological, philosophical and anthropological perspectives, and knowledgeably consider the social, political, and economic implications of human interactions”
Action Item	Hire 1 FTE tenure-track history instructor
Resource Acquired	1 FTE tenure-track position
Outcome(s)	1 FTE tenure-track position was granted and instructor hired
Outcome(s) Evaluation (Improvements made to program based on assessment data)	Instructor started Fall 2017 with full load of courses and is involved in committee work. We meet the student demand for history classes.
Action Plan if outcome was not met	Outcome was met.

Program Goal & Campus Strategic Goal or Priority Alignment	
Action Item	Relocated copier to Faculty 1
Resource Acquired	N/A – existing resource was relocated
Outcome(s)	Faculty have easier access to copier, including on weekends and days the campus is closed.
Outcome(s) Evaluation (Improvements made to program based on assessment data)	
Action Plan if outcome was not met	

Action Plan and New Resource Request

List in the table below resource requests greater than or equal to \$3000. Do not include requests of an ongoing nature unless it is for new permanent personnel. Do not include lecturers in your request nor overload that has to do with teaching extra courses. The ranking rubric can be found in KCCP 1-6. For multiple requests, please add additional tables as needed.

- Input your action item based on your quantitative indicators and Program Student Learning Outcomes.
- Identify names of key persons involved in implementing the steps and the overall strategy. When possible, identify partnerships that will enhance strategies.
- Indicate when you will complete the action.

- In the “Indicator of Improvement” column, identify and quantify the outcomes expected from the action by using the actual numbers from your quantitative indicators table in Part III. What indicator will be improved by the action? To what extent? (e.g., Persistence will increase from the current 63% to 73 %.)
- In the “PSLO Impacted” column, identify the specific PSLO that will be addressed by the action. Include the program-level or course-level assessment data that supports the need for the action.
- Include specific action plans for any Perkins Core Indicator for which the program did not meet the goal.

Program Goal & Campus Strategic Goal or Priority Alignment	<u>Program Goal:</u> 1d; 2a, e, f; 3a, o, p; 4a, b; 6a <u>Campus:</u> #1 – 7, 9, 17
Action Item	<p>Action Item # 5: Create a first-year study plan to encourage all students to complete their College-Level Math and English in their first 30 credits.</p> <p>Action Item #6: Increase percentage of students testing at one level below college-ready standards completing their college-level English and/or math course within one semester.</p> <p>Action Item #7: Increase of students testing at two or more levels below college-ready standards completing their college-level English and/or math course within one year</p> <p>Action Item #8: Create an Academic Subject Certificate in Mathematics</p> <p>Action Item #9: Increase Early College Math offerings</p> <p>Action Item #10: Maintain quality instruction in mathematics, especially developmental math</p>
Resource(s) Request	1 FTE tenure-track position for Early College Math
Person(s) Responsible and Collaborators	Person Responsible: SAM Division Chair Collaborators: all three high schools on the island
Timeline	Fall 2018
Indicator of Improvement	Number course offerings and success in Early College Math and number of Math ASC awarded to early college students
PSLO Impacted	PSLO 2, 3
Current Status	See the Analysis in Part 1.

Program Goal & Campus Strategic Goal or Priority Alignment	<u>Program Goal:</u> 1d; 2a, e, f; 3a, o, p; 4a, b; 6a <u>Campus:</u> #1 – 7, 9, 17
Action Item	<p>Action Item # 5: Create a first-year study plan to encourage all students to complete their College-Level Math and English in their first 30 credits.</p> <p>Action Item #6: Increase percentage of students testing at one level below college-ready standards completing their college-level English and/or math course within one semester.</p> <p>Action Item #7: Increase of students testing at two or more levels below college-ready standards completing their college-level English and/or math course within one year</p> <p>Action Item #8: Create an Academic Subject Certificate in Mathematics</p> <p>Action Item #9: Increase Early College Math offerings</p> <p>Action Item #10: Maintain quality instruction in mathematics, especially developmental math</p>
Resource(s) Request	1 FTE tenure-track position to convert temporary position into permanent
Person(s) Responsible and Collaborators	Person Responsible: SAM Division Chair
Timeline	Fall 2018
Indicator of Improvement	Increase success in developmental math courses, and increase in percentage of students completing college-level math within their first year.
PSLO Impacted	PSLO 2, 3
Current Status	See the Analysis in Part 1.

Program Goal & Campus Strategic Goal or Priority Alignment	<u>Program Goal:</u> 3M,4A-B <u>Campus:</u> #1 – 7, 9, 17
Action Item	Action Item #11: Meet student demand for Biological Science classes.
Resource(s) Request	1 FTE tenure-track position to convert temporary position into permanent
Person(s) Responsible and Collaborators	Person Responsible: SAM Division Chair

Timeline	Fall 2018
Indicator of Improvement	Enrollment and Success in Biological Science Courses
PSLO Impacted	PSLO 2, 3
Current Status	See the Analysis in Part 1.

Program Goal & Campus Strategic Goal or Priority Alignment	Safety Concern
Action Item	Action Item #12: Replace three fume hoods in NSCI building.
Resource(s) Request	\$100,000
Person(s) Responsible and Collaborators	Chemistry and Biology faculty members
Timeline	ASAP – need to fix citation on safety inspection
Indicator of Improvement	Will have working fume hoods and pass inspection
PSLO Impacted	#2,#3,#5,#8
Current Status	Fume hoods not working properly, need to fix for inspection.

Program Goal & Campus Strategic Goal or Priority Alignment	Safety Concern
Action Item	Action Item #13: Replace chairs for NSCI 110 classroom.
Resource(s) Request	\$9000.00
Person(s) Responsible and Collaborators	Math Coordinator to work with Pat Watase
Timeline	ASAP
Indicator of Improvement	New chairs for the classroom for safety of the students
PSLO Impacted	
Current Status	30+ years old chairs are falling apart. Need to be replaced ASAP for the safety of the students.

Program Goal & Campus Strategic Goal or Priority Alignment	Lab Safety Concern
Action Item	Action Item #14: Replace two broken analytical balances in chemistry lab.
Resource(s) Request	2 balances \$4387 plus shipping \$195 = \$4582 total
Person(s) Responsible and Collaborators	Chemistry Faculty Member
Timeline	Spring 2018
Indicator of Improvement	Students will not need to walk around with chemicals during lab
PSLO Impacted	
Current Status	See Analysis in part 1.

Program Goal & Campus Strategic Goal or Priority Alignment	Safety Concern
Action Item	Action Item #15 – Purchase new kiln
Resource(s) Request	1 Kiln - \$3344.58, Kiln Vent - \$543.66, Freight Charges - \$1850 = \$5738.24 total
Person(s) Responsible and Collaborators	LAH division chair
Timeline	ASAP
Indicator of Improvement	New kiln purchased and installed allowing safe firing of ceramics
PSLO Impacted	#1, #7
Current Status	Kiln lid is breaking and held together by wire in a temporary fix

Program Goal & Campus Strategic Goal or Priority Alignment	Strategic Goals 10, 13, & 17 The 2016 production of "Carnival" and the 2008 production of "Man of La Mancha", along with the KCC Instrumental Ensembles (the only one of its kind in the UH Community College system) attracted and continue to attract students and community members of all ages, thus addressing Strategic Goal 10: "Increase Lifelong Learning and Professional Development"
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	<p>Opportunities for community members". Many of the students who participate in these productions are either Native Hawaiian or low-income students for whom these performance opportunities provide an invaluable artistic and creative outlet that would not be available to them without the efforts of the Music and Drama program and the Languages, Arts and Humanities Division as a whole.</p> <p>Installing proper lighting and sound equipment would also address Strategic Goal 13: "Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments".</p> <p>Making the Fine Arts Auditorium a magnet for music and drama would also address Strategic Goal 17: "Increase Recent High School Graduates Enrollment" in that students who might otherwise enroll in other institutions now would have an added reason to consider KCC first, or at least equally with these other institutions.</p>
Action Item	Action Item #16 - Purchase lighting and sound equipment for the Fine Arts Auditorium
Resource(s) Request	\$80,000 for audio-visual equipment
Person(s) Responsible and Collaborators	LAH Chair and Fine Arts Auditorium Coordinator
Timeline	Academic Year 2018-19
Indicator of Improvement	Fine Arts Auditorium will be able to host performances, meetings, and forums with professional sound and lighting.
PSLO Impacted	PSLO 1, and 7.
Current Status	

Program Goal & Campus Strategic Goal or Priority Alignment	This purchase would address Strategic Goal 13: "Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments"
Action Item	Action Item #17: Purchase keyboards with weighted keys for Piano Classroom
Resource(s) Request	10 Roland FP-30 Keyboards, 10 Keyboard Stands and 10 Benches Total: \$7,000
Person(s) Responsible and	LAH Chair and Music Faculty

Collaborators	
Timeline	Academic Year 2018-19
Indicator of Improvement	Students will be able to develop proper technique in playing piano and more effectively express themselves. Weighted keys are touch-sensitive, allowing proper dynamics to be expressed when playing piano.
PSLO Impacted	PSLO 1, and 7.
Current Status	

Program Goal & Campus Strategic Goal or Priority Alignment	Strategic Goal 10: "Increase Lifelong Learning and Professional Development Opportunities for community members" Strategic Goal 13: "Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments". Strategic Goal 17: "Increase Recent High School Graduates Enrollment"
Action Item	Action Item #18: Convert office in Fine Arts Auditorium to a Costume Shop
Resource(s) Request	Space
Person(s) Responsible and Collaborators	LAH Faculty
Timeline	Academic Year 2018-19
Indicator of Improvement	There will be a space to store, create, and repair costumes for theater productions at KCC
PSLO Impacted	PSLO 1, 7
Current Status	

Program Goal & Campus Strategic Goal or Priority Alignment	Strategic Goal 10: "Increase Lifelong Learning and Professional Development Opportunities for community members" Strategic Goal 13: "Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments". Strategic Goal 17: "Increase Recent High School Graduates Enrollment"
Action Item	Action Item # 19: Install Air Conditioning for the Costume Shop
Resource(s) Request	\$8,000 for the purchase and installation of a split-level air conditioner
Person(s)	LAH Faculty

Responsible and Collaborators	
Timeline	Academic Year 2018-19
Indicator of Improvement	Costumes will be able to be stored safely, without mold or pest infestations
PSLO Impacted	PSLO 1, 7
Current Status	

Program Goal & Campus Strategic Goal or Priority Alignment	Strategic Goal 13: "Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments"
Action Item	Action Item # 20: Renew license for Turnitin
Resource(s) Request	\$7,500 for two years
Person(s) Responsible and Collaborators	LAH Chair
Timeline	Academic Year 2018-19
Indicator of Improvement	Faculty and students will continue to be able to use this valuable product to detect and deter plagiarism
PSLO Impacted	PSLO 1
Current Status	Our current license expires in August '18, before the fall semester begins.

Program Goal & Campus Strategic Goal or Priority Alignment	Strategic Goal 11: Increase Campus and Community Sustainability
Action Item	Action Item #21: Install bottle filling/drinking stations in Faculty One and Two.
Resource(s) Request	\$4500
Person(s) Responsible and Collaborators	SAM Chair to work with Facilities/Maintenance
Timeline	Academic Year 2018-19

Indicator of Improvement	Happy faculty members and Sustainable Practice
PSLO Impacted	
Current Status	See analysis in part I

<p>Program Goal & Campus Strategic Goal or Priority Alignment</p>	
<p>Action Item</p>	<p>Action Item #22: Maintain access to Creative Media labs and equipment.</p>
<p>Resource(s) Request</p>	<p>Hire two student workers for 20 hrs/week each</p>
<p>Person(s) Responsible and Collaborators</p>	<p>Creative Media coordinator and LAH chair</p>
<p>Timeline</p>	<p>Academic Year 2018-19</p>
<p>Indicator of Improvement</p>	<p>The positions will accomplish the following:</p> <p>1. Creative Media Assistant /Software Application Tutor (20 hours)</p> <ul style="list-style-type: none"> • Supervise the Creative Media classrooms, making sure that all equipment is secure (ART2 and ABRP) • Assist Students in the Creative Media classrooms with any software applications and projects • Maintain a log of all students who use the CM classrooms • Assist with the Creative Media Consortium activities • Assist with identifying Creative Media Program and Consortium website updates • Inventory all Creative Media supplies and gear • Sign-out and track all CM equipment <p>2. Creative Media Production Assistant / Coordinator (20 hours)</p> <ul style="list-style-type: none"> • Assist students with video and still photography equipment operation (<i>lighting, sound, grip, camera setup and tear-down</i>) • Assist students with remote recordings • Assist students with live event recordings in the Fine Arts Auditorium • Assist with the Creative Media Consortium activities

	<ul style="list-style-type: none"> Assist students with attaining permits for remote productions Organize and safely store production gear and supplies
PSLO Impacted	All creative media PSLOs
Current Status	

Part IV. Resource Implications

RESOURCES NEEDED			OUTCOMES
Initial Acquisition Cost	Annual Recurring Cost	Useful Life	(Identify and Quantify)
1 FTE Early-college Math position	This position pays itself	20 years	Increased early college math offerings, PSLO 2, 3
1 FTE Math position	1 FTE salary	20 years	Increase success of developmental math courses, PSLO 2, 3
1 FTE Biological Science	1 FTE salary	20 years	Enrollment and Success in Biological Science courses.
Three fume hoods \$100,000	None	10-15 years	Safety improvements and labs will pass inspection
Chairs for NSCI \$9,000	None	10-15 years	Safety improvements
2 Analytical Balances \$4582	None	5-10 years	Safety improvements, improvements in instruction, PSLO 3, 5
Kiln \$5738.24	None	10-15 years	Safety improvements, PSLO 7
Lights and sound equipment \$80,000	None	5-10 years	Fine Arts Auditorium will be used to host performances, forums, etc. PSLO 7
Space for costume shop	None	20 years	Fine Arts Auditorium will have dedicated costume shop, allowing us to stage plays, PSLO 7
Air conditioning unit	None	5-10 years	Costumes will be stored

\$8,000			properly and not degrade
\$4500 for two bottle filling/drinking stations	\$200 filters?	10 years	UH/KCC goal on sustainability
Two-year license for Turnitin \$7,500	None	2 years	We will continue to utilize this service to detect plagiarism in our students' writing
Two student workers 20 hrs/week each	Student worker hourly wages 40 hrs/week		Creative media students will be able to access the lab outside of class hours and check out equipment for class projects, etc.

Add rows as needed.

Part V. Program Student Learning Outcomes and Assessment

Liberal Arts PSLOs

1. Communicate effectively both orally and in writing in Standard American English, and interpret, and/or express themselves in, some other form of communication at a basic level, whether from knowledge of a second language or through artistic or symbolic expression.
2. Make and express critical judgments about issues and ideas after accessing, analyzing, and synthesizing relevant information, using technology where appropriate; use creative and critical thinking skills to weigh the relative merits of opposing positions; and apply knowledge of formal systems of reasoning and logical fallacies in arriving at informed opinions.
3. Apply quantitative methods appropriately; analyze real-life situations using numeric, graphical, and symbolic models, and verbally explain these models; and recognize the impact of mathematics on the sciences, society, and everyday life.
4. Analyze the behavior of people from psychological, sociological, philosophical, and anthropological perspectives, and knowledgeably consider the social, political, and economic implications of human interactions in order to make informed personal and social choices.
5. Support opinions and make decisions based upon a scientific understanding of the physical and natural world, and appropriately apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas.

6. Demonstrate a sympathetic awareness of the values and beliefs of their own and other cultures; explain the historical dimensions of contemporary affairs and issues; analyze the interactive roles that social, religious, artistic, political, economic, scientific, and technological forces play in society; and engage responsibly in their roles as citizens with issues affecting themselves, their families, their communities, and the world.

7. Demonstrate an aesthetic appreciation of creative and original expression and, making use of natural gifts, acquired knowledge, and the intense discipline of art, engage in creative activities which enrich their quality of life.

8. Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity.

A. Provide evidence that your PSLOs are aligned with industry needs.

N/A – The Liberal Arts program does not specifically align with industry needs

B. What is the expected level of achievement for your PSLOs?

Generally students are expected to meet the course-level SLOs at 70%. As our CSLOs are aligned with PSLOs, students who succeed at the course level will also be fulfilling the program-level student learning outcomes.

C. List the courses whose outcomes have been assessed.

All courses in the Liberal Arts program have been assessed in the last year.

D. Describe the assessment methods or instrument used to measure PSLOs.

See point B. above.

E. Provide the results of PSLO assessment, and analyze the results.

PSLO assessment is not done on its own, but has been aggregated from our CSLO assessment results. In creating courses, faculty must link their CSLOs to our PSLOs. Student success at our PSLOs can therefore be inferred from their CSLO achievement. For the most part our students meet their CSLO benchmarks in our courses, however due to our assessment model, it is difficult to draw conclusions about PSLO achievement and any gaps which may exist. See section G. for our plans to address this shortcoming.

F. Other comments.

N/A

G. Describe your next steps.

The old model for assessment was based on assessing every course, student, and SLO in every semester. This has produced a confounding amount of data without clear results to work from. A focus on the course-level also led to a lack of program-level analysis. The Liberal Arts program is currently transitioning from a focus on CSLOs, to a focus on PSLO assessment. We will be setting out a schedule to ensure that every PSLO is assessed over the course of a 5-year period, focusing on two PSLOs each semester, as shown in the following chart:

Year	Fall	Spring
1	PSLO 1, 2	PSLO 3, 5
2	PSLO 4, 6	PSLO 7, 8
3	Focus on problem areas	PSLO 1, 2
4	PSLO 3, 5	PSLO 4, 6
5	PSLO 7, 8	Focus on problem areas

This will allow us to address each PSLO twice in any given 5-year period to see whether the changes we have made to address shortcomings have been effective, as well as several opportunities to focus on areas of weakness.

The next steps are to identify which classes are most appropriate to gather this assessment information from. We are discussing different models to approach this: should we assess every course which addresses a certain PSLO, should we focus on the core (i.e. required) classes that all students take, or should we look at capstone courses to determine our students' level of achievement in these PSLOs? We will also discuss whether there are better ways to analyze our students' success at our PSLOs than a reliance on course-level assessment, and how to translate our assessment results into concrete actions to improve the Liberal Arts program.

As a part of this effort, we have founded a Liberal Arts Continuous Improvement Workgroup to address how to improve the program as a whole, beyond looking at student success at PSLOs. That group will organize professional development meetings where faculty can share best practices, discipline retreats, examine areas of weakness and identify barriers to student success, and will also work to revise our mission statement and PSLOs.

Part VI. Programs Cost Per SSH

This will be filled in by the VCAA's office with the help of the Business office and clerk-stenos.

Part VII. Capacity Collect Alternative Measurement

If your program has an externally mandated (e.g. professional accreditation or licensing) capacity of less than 16 students per faculty, the program may be eligible for alternative efficiency health call calculation.